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ABSTRACT

This booklet presents the inservice model which has been developed through the combined efforts of reading specialists in the State of Missouri and is designed to aid school districts in setting up an exemplary reading program. The contents include; "Rationale of the Model for Reading Inservice," which discusses the impetus that stimulated the model for reading inservice; "Models for Reading Inservice," which discusses planning and design, implementing the program, and evaluating the success of the program; and "References." Also included is an appendix that presents the questionnaire used for needs assessment, an evaluation instrument for rating the inservice program, an evaluation instrument for daily evaluation, and flow chart model for reading inservice. (WR)

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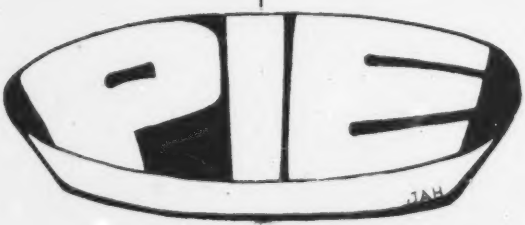
Model For READING INSERVICE



PLAN

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PLANNING

IMPLEMENTATION

EVALUATION

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MISSOURI ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

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PREFACE

An Inservice Model was conceived as the best way to facilitate the improvement of reading instruction throughout the State of Missouri. It is no longer possible for preservice instruction to provide teachers with the background necessary to keep pace with the changes which are evident in all phases of curriculum and especially reading. It is necessary for the teachers to be apprised of their district's philosophy and the developmental reading program so they can be more effective and efficient in their classroom instruction as research in the field of reading continues to indicate that the teacher makes the difference in reading instruction.

The Inservice Model which has been developed with the combined efforts of reading specialists in the State of Missouri is designed to be an aid to every school district (large or small). It is designed for use with the professional personnel available in the district or outside specialists may be utilized at the discretion of district personnel. Inservice designed for a district through preliminary use of the Model will facilitate the desired change.

Rationale of the Model for Reading Inservice

In recent months a national impetus has been placed on reading and reading instruction. It is acknowledged that the degree of success for each individual is enhanced or diminished as a result of reading proficiency. Competency in reading and instructional procedures which will result in reading competency are a major consideration for all educators.[1]

Results of the First Year Studies indicated there were greater variations between teachers than between approaches in beginning reading instruction. No one method could be considered outstanding. Factors other than the method or materials were influential in the success of students. Further, there was evidence that reading instruction could be improved.

Planning and implementing inservice has been advocated for many years. When administrative support is evident, reading instruction can be improved by implementing inservice programs which should include administrators. As the instructional staff in a district gains a more comprehensive understanding in regard to reading, the instructional program will gradually improve.[2] It is important for each teacher and administrator (kindergarten through the high school levels) to have a very firm understanding of the teaching of reading so that a balanced program in reading can be utilized.

To keep abreast of current developments, research, and technology the need for inservice is evident. Instructional managers are the exemplaries of progressive instructional strategies. Greater competency in the teaching of reading can be achieved through providing inservice for educators. Further, inservice provides for familiarizing teachers with the philosophy of the district's program in reading. Variations result in individual districts depending on the instructional reading program of the district. In addition, changes resulting over a period of time can be brought to the attention of the school staff through inservice programs which should provide improved instruction for students.

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[1]Bond, Guy L. and Dykstra, Robert. Coordinating Center for First Grade Reading Instruction Programs, Final Report, Project No. X-001, Contract No. OE5-10-264. Minneapolis: University of Minnesota, 1967.

[2]Austin, Mary and Morrison, Coleman. The First R, New York: The Macmillan Co., 1963.

The current period is highlighted by many innovations in the educational field which are introduced almost daily. Increased research in reading, government supported programs, improved instructional materials, and available technological advances can be utilized more rapidly in classroom situations as teachers become aware of them and understand how to integrate them into an existing program.

The development of the PIE Plan (Planning, Implementation and Evaluation) for reading inservice was visualized as an instrument which can be utilized by the personnel of any school district (large or small). It can be adapted to meet the needs of individual districts and to utilize resource personnel from within the district or curriculum specialists from other agencies. The design of the inservice model provides for versatility in planning, implementing and evaluating a program for improving reading instruction in every school district.

MODEL FOR READING INSERVICE

(THE PIE PLAN)

Planning and Design

The activities of planning an inservice project are listed in the outline which follows. The educational leaders may reduce or enlarge the outline to form the customized edition suitable for a particular school. The experiences of reading specialists suggest that each step of the outline receive full consideration. To be effective, one must consider cost as well as leadership committees, gain administrative as well as teacher approval, and assess needs as well as state objectives. The size of a program may vary from teacher-led discussion groups at any grade level to the establishment of system-wide study programs involving all school personnel, community groups, and outside specialists. Any program, however, should plan for the assessment of needs, objectives to meet needs, and such mundane but necessary matters as where and when meetings are to be held. Planning must permeate this and every phase of the inservice program. Awareness of children's needs arouses teacher incentives; seeing means whereby they can attain solutions to problems promotes greater professional competency and satisfaction.

I. Planning and Design
   A. Appointment of committee/s
      1. Personnel
         a. teachers
         b. parents
         c. principals
         d. specialists (district/outside)
      2. Selection criteria
         a. building
         b. grade levels
         c. experience
         d. combination of above
   B. Assessment of needs
      1. What to assess?
         a. student needs
         b. teacher needs and background
         c. district needs
         d. materials needs
      2. How to assess?
         a. survey questionnaire (Appendix A)
         b. informal building discussions
         c. pupil test data
         d. teacher test data
         e. materials inventory and evaluation
   C. Objectives of the program
      1. Immediate objectives

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2. Long term objectives
3. Types of objectives
   a. behavioral statements
   b. performance statements
   c. general statements

D. Program logistics
1. Target population of teachers
2. Mandatory or voluntary attendance
3. Time allotment schedule
   a. time of year
   b. time of day
   c. length of time per session
   d. number of sessions
   e. total workshop time
4. Teacher incentive
   a. released time
   b. pay
   c. district credit
   d. college credit
5. Physical plant facilities
6. Movement and storage of equipment
7. Communications
   a. notification of meetings
   b. program printing
8. Record keeping
9. Cost
   a. district
   b. participant
10. Administrative approval of design

Implementation

The variety of methods of implementing inservice programs is limited only by the participants. Leadership consists of participation which effectively encourages the fullest realization of each member's contributing-receiving potential. Each member of the inservice group has something to give, something to take, and something to create in the exchange. The educational leader must determine ways to permit and encourage participation. The progression here is from attending, to understanding, and finally, to assimilating and applying.

II. Implementation of the Program
A. Selection of leadership personnel
B. Stimulation - Inspiration - Motivation
   1. Interaction with participants
   2. Clarification of objectives
C. Participant organization
   1. Methods
      a. role playing

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b. brainstorming
c. demonstration
d. simulation
e. lectures

2. Grouping
   a. interest
   b. grade level
   c. needs
   d. cross grouping
3. Ideas and materials
   a. video tapes
   b. audio tapes
   c. overhead visuals
   d. slide presentations
   e. recent innovations

D. Instructional phase
   1. Personalization of inservice instruction
      a. organization
      b. techniques
   2. Workshop production of materials
      a. games and free time activities
      b. unit plans
      c. overhead visuals
      d. informal tests
      e. others
   3. Acquisition of techniques
      a. questioning techniques
      b. interaction analysis
         1) student/student interaction
         2) student/teacher interaction
         3) teacher/certificated staff interaction
         4) teacher/non-certificated staff interaction
      c. personalization of instruction

E. Application within classrooms
   1. Teaching assistance by workshop leader(s)
   2. Conferences with workshop leader(s)
   3. Cooperative activities and discussions within school buildings by faculty participants

F. Follow through and feedback
   1. Modification of original program
   2. Additional learning opportunities for participants

Evaluation

The evaluation of inservice provides a continuous self-correction aspect to the inservice project. Evaluating is judging. Judgment can be based on personal or public criteria. If a judgment is acceptable the criteria must be acceptable. If criteria are unknown, judgment is based on opinion. Inservice project evaluation should be preceded by statements of objectives which have been clearly-defined. Leadership personnel can

help state objectives but objective criteria must come from the expressed and assessed needs of the inservice group. The means of expressing the attainment of objectives may best be selected by the participants. Continual feed-back at each stage is essential.

III. Evaluation
- A. Assess progress continuously
  - 1. What to evaluate
    - a. evaluate inservice plan
    - b. evaluate inservice implementation
  - 2. How to evaluate using various methods
    - a. informal questionnaire (Appendix C)
    - b. audio-video taping of new techniques
    - c. anecdotal records/reports
    - d. discussions
- B. Make terminal evaluation
  - 1. What to evaluate
    - a. individual participation
    - b. attainment of objectives
    - c. pre- & post-data comparisons
    - d. assessment of successes and failures by each committee
  - 2. How to evaluate
    - a. teacher questionnaires (Appendix B)
    - b. classroom observations
    - c. discussions
    - d. standardized instruments
- C. Provide follow-up data
  - 1. Who to involve in providing follow-up information
    - a. participants
    - b. committees
  - 2. What follow-up information to provide
    - a. report to district administration
    - b. recommendations for future inservice programs

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APPENDIX A

QUESTIONNAIRE FOR NEEDS ASSESSMENT

PLEASE MARK YOUR ANSWERS ON THE IBM SHEET - DO NOT WRITE ON THIS QUESTIONNAIRE. CHECK ONLY THE ANSWER YOU FEEL BEST FITS THE QUESTION.

Developed by
Dr. Neila Pettit
University of Missouri-Columbia

School Philosophy

1. Does your school have a written philosophy for K-12?
   A. Yes
   B. No
   C. I don't know

2. If yes, who write the philosophy?
   A. Superintendent
   B. School Board
   C. Assistant Superintendent
   D. Teachers
   E. I don't know

3. In your opinion, the school philosophy most nearly meets the needs of:
   A. The slow learner
   B. The average learner
   C. The above average learner
   D. All students

4. In your opinion, the school program is developed for the best interest of the students who plan:
   A. To drop out of school before graduation
   B. To terminate formal education with high school graduation
   C. To enroll in a technical or vocational school upon completion of high school
   D. To enroll in college

5. Does the class program place more emphasis upon teaching and mastery of subject matter than upon the individual needs of the students?
   A. Yes
   B. No

6. The school's written philosophy is in harmony with the curent practices.
   A. Yes
   B. No

7. The philosophy needs to be changed to be in harmony with current practices.
   A. Yes
   B. No

8. Current practices need to be changed to be in harmony with the school philosophy.
   A. Yes
   B. No

Organization

9. According to your most recent intelligence test or your best estimate, how many of your present homeroom students have I. Q.'s above 120? (Check only one)
   A. 0
   B. 1-3
   C. 4-5
   D. 6-7
   E. 8 or more

10. What is the vertical organization of your school according to the grade level you teach?

Primary (K, 1, 2, 3)	Intermediate (4, 5, 6, and up)
A. Graded	D. Graded
B. Nongraded	E. Nongraded
C. Multigraded	

11. What vertical organization do you prefer?

Primary	Intermediate
A. Graded	D. Graded
B. Nongraded	E. Nongraded
C. Multigraded	

12. What is the horizontal organization of your school? (Check one according to the grade level you teach.)

Primary (K, 1, 2, 3)	Intermediate (4, 5, 6, and up)
A. Self-contained	C. Self-contained
B. Self-contained with special teachers	D. Self-contained with special teachers

13. In your opinion, how were the students assigned to your homeroom?
   A. According to achievement test data
   B. According to intelligence test data
   C. Mixed abilities according to sex and race

14. In your opinion, the present assignment procedure allows for the optimum in instructional opportunities?
   A. Yes
   B. No

15. What method for assignment do you prefer?
    A. According to achievement test data
    B. According to intelligence test data
    C. Mixed abilities according to sex and race

16. How many of the students in your homeroom are assigned work below grade placement?
    A. None
    B. 1-3
    C. 4-6
    D. 7-9
    E. 10 or more

17. How many of the students in your homeroom are assigned work above grade placement?
    A. None
    B. 1-3
    C. 4-6
    D. 7-9
    E. 10 or more

Reporting Pupil Progress

18. Who designed the present report card?
    A. Superintendent
    B. Building Principals
    C. Elementary teachers
    D. I don't know

19. How long has the present document been in use?
    A. 1-3 years
    B. 4-6 years
    C. I don't know
    D. 7-9 years
    E. 10 or more

20. In your opinion, is the report card in harmony with the school's philosophy?
    A. Yes
    B. No

21. The report card is in harmony with the school's organizational plan?
    A. Yes
    B. No

22. Do you think that the report card adequately (clearly, concisely, etc.) reports pupil progress to parents and students?
    A. Yes
    B. No

23. Do you think that the marking system is adequate?
    A. Yes
    B. No

24. There is a school policy that determines the grade that is put on a report card
    A. Yes
    B. No
    C. I don't know

25. Is there space on the report card for the teacher to make subjective comments?

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A. Yes
B. No
C. I don't know

26. How often do you use this space?
A. All the time
B. Most of the time
C. Some of the time
D. Rarely if ever
E. Never

27. What other methods are used to report pupil progress?
A. Scheduled parent-teacher conferences
B. Unscheduled parent-teacher conferences
C. Parent visitation to school for special programs
D. Home visitation by teacher
E. Parent visitation to classroom

28. Do you hold a conference with the child prior to assigning him a grade?
A. Yes
B. No
C. Sometimes
D. If the grade is poor

29. From your experience, in which reporting period are the highest grades given?
A. First quarter
B. Second quarter
C. Third quarter
D. Fourth quarter

30. How much negative parental reaction do you get following a report of progress?
A. None
B. 5-10%
C. 10-25%
D. 25% or more

Elementary Testing Program

31. Does your school have an organized standardized elementary testing program?
A. Yes
B. No
C. I don't know

32. If yes, who designed the testing program?
A. Elementary teachers
B. Building principal
C. Elementary supervisor
D. Superintendent
E. I don't know

33. Are you aware of the rationale for the testing program?
    A. Yes
    B. No

34. Do you think that the testing program is adequate in that it meets its stated purposes?
    A. Yes
    B. No
    C. I don't know

35. Were tests selected to appropriately measure stated instructional objectives?
    A. Yes
    B. No
    C. I don't know

36. Are data made available to you for each child so they may be used for making instructional decisions?
    A. Yes
    B. No
    C. I don't know

37. The data are used for making instructional decisions.
    A. Yes
    B. No
    C. I don't know

38. Where are test data kept?
    A. Classroom
    B. Principal's office
    C. Supervisor's office
    D. Central office

39. Are instructional objectives altered so that they will be in harmony with objectives measured by the tests?
    A. Yes
    B. No

40. Are the tests used to identify students for individual testing and possible admission to special programs?
    A. Yes
    B. No
    C. I don't know

41. Is teacher effectiveness evaluated by her students' test scores?
    A. Yes
    B. No

Inservice Education

42. Does your school have a planned, systematic method for providing inservice training for its faculty?
    A. Yes
    B. No
    C. I don't know

43. The recognition of the need for inservice training originates with the:
    A. School board
    B. Superintendent
    C. Elementary supervisor
    D. Principals
    E. Classroom teacher

44. Inservice training is provided in order to:
    A. Strengthen areas of weakness
    B. Prevent problems in certain areas
    C. Provide busy work for faculty
    D. Raise test scores so district will look good
    E. Assist in the facilitation of school district program

45. Inservice training should be provided in order to:
    A. Strengthen areas of weakness
    B. Prevent problems in certain areas
    C. Provide busy work for faculty
    D. Raise test scores so district will look good
    E. Assist in the facilitation of school district program

46. The method of presentation for inservice training preferred is:
    A. Lecture-demonstration (show & tell)
    B. Learn by doing
    C. Observations followed with consultations

47. Inservice training should be conducted by:
    A. Qualified local teachers
    B. Teachers from other districts
    C. Textbook representatives
    D. College or University consultants
    E. Administrative personnel

48. Inservice training should be conducted:
    A. After regular school hours
    B. During regular school hours
    C. Partly during and partly after school hours
    D. On week ends
    E. During the summer

49. Teachers who participate should receive:
    A. Pay
    B. Time-off from duty
    C. Inservice and/or college credit
    D. Practical, useful information of immediate and long range value

50. Who is your chief source of ideas that result in a change of instructional procedure or classroom practices?
    A. Superintendent
    B. Board members
    C. Elementary supervisor
    D. Principal
    E. Other teachers

51. In your opinion, are you provided adequate supervision?
    A. Yes
    B. No

52. To whom do you go when you have an instructional problem?
    A. Other teachers
    B. Principal
    C. Elementary supervisor
    D. Nobody

53. Do administrative personnel observe you while you teach in order to assist you in improving instruction.
    A. Yes
    B. No

54. Do you have regular faculty meetings to deal with pertinent issues?
    A. Yes
    B. No

55. Do you consult with administrative personnel concerning instructional procedures?
    A. Yes
    B. No

56. If yes, do you find these consultations worthwhile?
    A. Yes
    B. No

Special Reading Services

57. Do you have a specialized reading teacher in your school who works with selected students from your class?
    A. Yes
    B. No
    C. Does not apply

If you answered no to question number 57, mark answer "does not apply" for question 58 through 60.

58. Has this program helped your students with needed reading skills?
    A. Yes
    B. No
    C. Not enough information to answer
    D. Does not apply

59. Were you consulted on which students were eligible for the special reading class?
    A. Yes
    B. No
    C. Does not apply

60. Would you like to see more information on the work being done in the special reading room?
    A. Yes
    B. No
    C. Does not apply

APPENDIX B

Over-All Rating of Inservice Program

Four possible outcomes of this inservice program are described below. Please rate each outcome in the two ways requested. Be sure to rate this program on each item by comparing it directly with your own previous experience. Circle the correct response.

	Poor	Fair	Average	Good	Excellent
I. UNDERSTANDINGS: Developed understandings about learning, the instructional process, and human relationships.					
A. How would you rate the best inservice program you have previously experienced with respect to Outcome I. above?	1	2	3	4	5
B. Now, how do you rate this inservice program on Outcome I?	1	2	3	4	5
II. SKILLS: Developed skills in working with individual groups for more effective learning.					
A. How would you rate the best inservice program you have previously experienced with respect to Outcome II. above?	1	2	3	4	5
B. How would you rate this inservice program on Outcome II?	1	2	3	4	5
III. ATTITUDES: Developed improved attitudes toward the importance of inservice growth and the value of reading.					
A. How would you rate the best inservice program you have previously experienced with respect to Outcome III. above?	1	2	3	4	5
B. How would you rate this inservice program on Outcome III?	1	2	3	4	5
IV. PRACTICALITY: Provided practical assistance in dealing with problems encountered on the job.					
A. How would you rate the best inservice program you have previously experienced with respect to Outcome IV. above?	1	2	3	4	5
B. How do you rate this inservice program on Outcome IV?	1	2	3	4	5

Position:_____ Date:_____ 19

APPENDIX C

Daily Evaluation

Directions: Please circle the appropriate number for each item below, to indicate your reaction to each workshop session.

1 - Poor 3 - Satisfactory 5 - Excellent

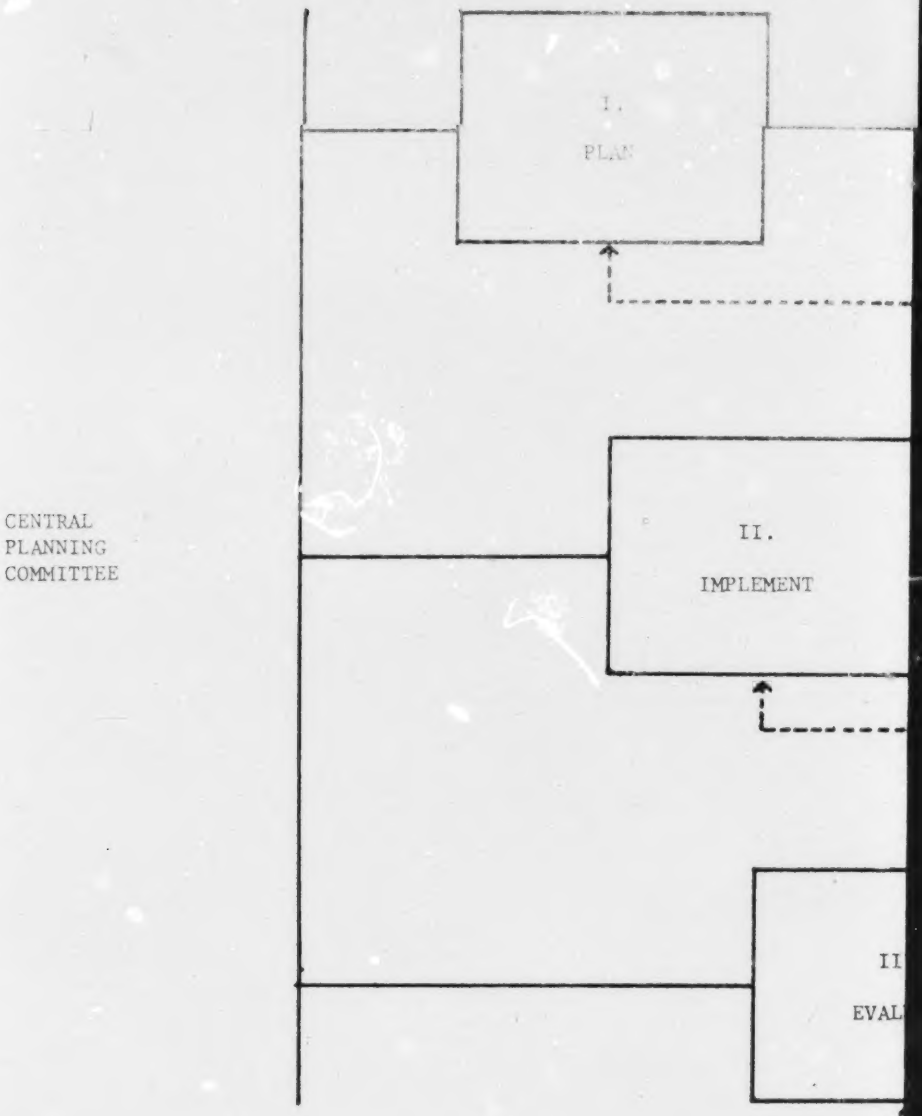
2 - Weak 4 - Well Done

1.	Interest	1	2	3	4	5
2.	Organization	1	2	3	4	5
3.	Clarity of ideas	1	2	3	4	5
4.	Functional for your particular role as an educator	1	2	3	4	5
5.	Interaction between individual groups	1	2	3	4	5
6.	Interaction between leader and group	1	2	3	4	5
7.	Feedback to the entire group from planned projects	1	2	3	4	5
8.	Content of planned projects	1	2	3	4	5
9.	Composite evaluation	1	2	3	4	5

Please write further comments evaluating the workshop sessions in the space provided below.

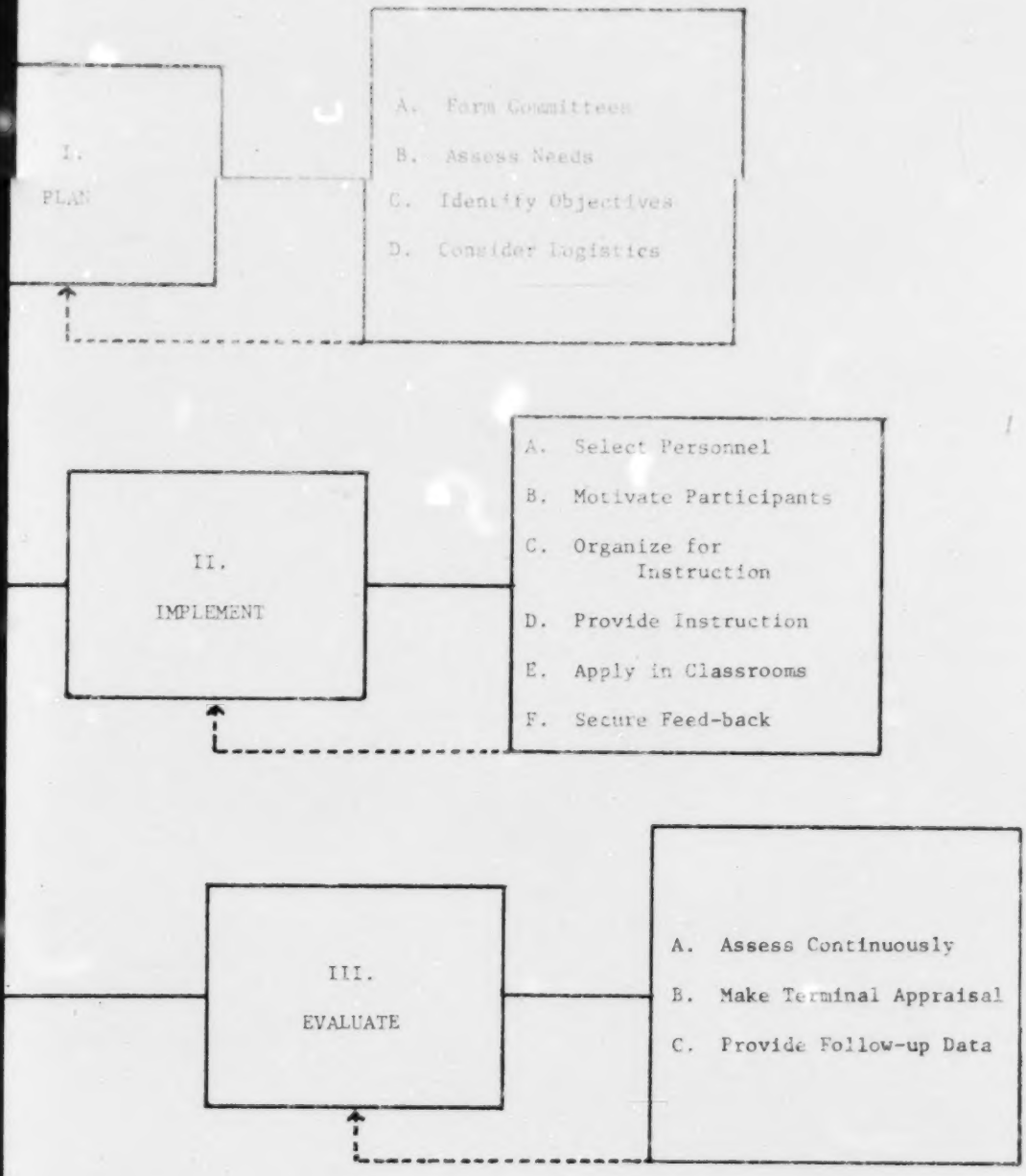
FLOW CHART

FLOW CHART MODEL FOR READI



NOTE: Lines of communication are to be kept open and all pertinent in
stages of development of the inservice program.

FLOW CHART MODEL FOR READING INSERVICE



pt open and all pertinent information shared among all committees at all
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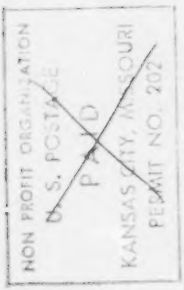

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